



## National Park Service Rock Creek Park Curriculum Based Program

### The Native Woodland Peoples of the Rock Creek Valley

#### Post Lesson Activities

##### 1. Reviewing Comparisons between Then and Now

Hand out the paper “Comparing daily life today with daily life of Woodland Natives.”

Ask students to draw lines from related items from the John White pictures and artifacts to items from modern daily life.

##### 2. Reflection of Park Visit

Have the students draw a picture and write a short story about the Woodland Indians that lived in the area that includes Rock Creek Park. And/or the students could write and draw about how they can live their life more like the Native Woodland People did (in harmony with nature... ie. recycle, etc.)

**Additional Optional Post-visit Activities address the following subject areas:**

Art (# 3, 4, 7, 11, 15)

Science(# 5, 16, 18)

Language Arts (# 8, 12,13,14,15)

History (6, 8, 9, 10, 17)

##### 3. Making Native American Pinch Pots

Follow these directions to create a tradition style of earthenware used by Eastern Woodland Native Americans. While clay from streams and rivers would have been used to fashion pottery used for cooking and eating, we recommend using a self-drying clay available at most craft stores. The pots you will create are for educational and decorative purposes only. **DO NOT** use these pots to hold food or liquids of any kind!

#### Materials:

- self-drying clay (no firing or baking needed)
- a small container of water for each students
- butcher paper to cover tables
- damp paper towels for each students
- assorted shells, sticks, stones, etc., for etching designs in the pots.

## **Directions:**

1. Take a small handful of clay and shape into a round ball.
2. While holding the ball in the palm of one hand, take the thumb of the other hand and make an indentation in the center of the ball. Keep turning the ball of clay and pressing down with the thumb to within 1/2 inch of the bottom.
3. When the pot is the desired depth, rotate while pinching the sides with the thumb (inside) and fingers (outside).
4. Work from the bottom up until you have achieved the desired shape. As the clay dries it may begin to crack. Keep dipping your fingers in the small container of water and wipe the surface of the pot frequently with damp paper towels.
5. When the pot is finished, used small objects that would normally be found in nature, to etch designs in the pot. Make sure each students etches their initials in the bottom.
6. Allow several days to completely dry. Caution: These pots will break if not treated gently and they are not water resistant.

\* From [www.teachersfirst.com/summer/pinchpot.htm](http://www.teachersfirst.com/summer/pinchpot.htm); by the Network for Instructional TV, Inc.

Check this website out for other activities with students including – corn husk dolls, Native American recipes, etc.

## **4. Coloring Activity**

Have students learn about how Woodland Peoples made stone points by use of the coloring sheets on making stone points, available on web site of Amistad National Park:  
[www.nps.gov/amis/home.htm](http://www.nps.gov/amis/home.htm)

## **5. Archeological Dig! (Could be a pre or post lesson)**

Have students try a hand at being an archeologist:  
Fill a large bin or bucket with sand. Bury several small objects (ideally replica stone points) at varying depths. Have students “dig” for the objects.

## **6. Research (Third grade)**

Research other nations of Woodland Indians along the East Coast. (Algonquian Indians were in this area, Piscataway were part of this language family, like the Indo-European language family). Compare a Woodland Indian tribe with another Indian nation in the United States.

## **7. Process the visit with a drawing project:**

Ask students to draw pictures of daily life during the Woodland Period: prompt for houses, farms, clothing, dress, tools, and activities. These would make a nice classroom display.

#### **8. Read about Native Americans today.**

Ask students to compare and contrast this with Native American life during the Woodland period and/or their own lives today. Graphic organizers, such as two intersecting circles can facilitate this activity. Words or pictures can be used, depending on the grade and skill level.

Recommended resource (tells of a Piscataway boy in Maryland today): Tayac, G. Meet Naiche: [A Native Boy from the Chesapeake Bay Area](#) (My World-Young Native Americans Today Series). Available through Amazon.com. Take at face value – very political group right now...

#### **Possible extension activities:**

#### **9. Take a virtual tour of seventeenth century Algonquin life in New England.**

This reconstructed site is toured with excellent photos:

[http://archnet.asu.edu/uconn\\_extras/historic/plimoth/hobba.html](http://archnet.asu.edu/uconn_extras/historic/plimoth/hobba.html)

#### **10. Ask students to bring in examples of toys made from a variety of materials.**

Discuss materials our toys are made of today, where the materials are from, how the toys are made. Ask them to think about what they have learned about Woodland Native Peoples and what their toys might be made from.

#### **11. Make a replica of an Algonquin bone toy using modern-day materials:**

Cut cardboard circles 3” in diameter. Decorate them with plant designs. Punch six holes around the cardboard circle and one hole in the middle. The center hole can be punched several times to be larger. Cut 2’ lengths of yarn or string. Tie one end to the cardboard and another to a pencil or small dowel.

To play, hold the stick while tossing the cardboard ring into the air. Try to catch holes on the stick.

(Directions adapted from: Carlson, L. (1994). [More than Moccasins: A Kids Guide to Traditional North American Indian Life](#). Chicago: Chicago Review Press.)

**Other resources for games and crafts related to the Woodland Peoples include portions of:**

Carlson, L. (1994). More than Mocassins: [A Kids Guide to Traditional North American Indian Life](#). Chicago: Chicago Review Press.

Corwin, J.H. (2002). Native American Crafts of the Northeast and Southeast. New York: Franklin Watts.

## **12. Introduce the Native American Tradition of storytelling.**

Read an Algonquin tale such as: Cohlene, T. (1990). Little Firefly: An Algonquin Legend. Vero Beach, FL: Watermill Press.

Ask students to compare the illustrations in the book to what they have learned of Woodland Native Peoples in this area.

The teacher page on the following internet site leads to a curriculum guide that has a helpful section on teaching Native myths and stories. [www.texasindians.com](http://www.texasindians.com)

## **13. Read a story of Pocahontas.**

The D'Aulaire's version is particularly good. The Powhatan group's page on the Pocahontas myth is interesting/provoking and could be discussed with students. [www.powhatan.org](http://www.powhatan.org)

## **14. Group storytelling:**

Prepare a paper bag with vocabulary learned or used in the program (see list below). Alternatively items such as rocks, feathers, fossils, or small toys can be used. The students will use these words as prompts for a group story. Tell them to imagine they lived in a Native village during the Woodland period. The "storytelling bag" will be passed from child to child and each should pick a word and use it to add to the story you begin. You may start the story with a simple prompt such as "One morning a young girl woke up. She stretched and opened her eyes to the bright warm sun. 'I wonder what today will be like,' she thought to herself." Then pass the bag to the first student. Ask them to choose a word and continue the story, using that word in some way. After a few sentences, the bag is passed to the next child.

Some words that can be used: river, wigwam, spear, net, fire, village, deerskin, canoe, corn, beans, squash, garden, bow, arrow...

Native storytellers kept the audience engaged by saying: "Ho?" The audience responded "Hey." This can be incorporated into the story telling activity or into stories you read to the class.

(Adapted from Carlson, L. (1994) More than Mocassins: A Kids Guide to Traditional North American Indian Life. Chicago: Chicago Review Press.)

## **15. Vocabulary study**

Introduce students to words of Algonquin origin that are commonly used today: hickory, moccasin, moose, papoose, pow-wow, squash, succotash, tomahawk, wigwam, woodchuck.

(From p. 10 in Wideman, C. (1999). *Encyclopedia of Native Americans*. New York: Checkmark Books.)

Introduce students to words in our local geography that are Native American in origin, and their meanings. These locations can also be identified as part of map work.

Accokeek – where the edge or limit of the hill or rising ground is

Allegheny – beautiful stream

Assateague – river beyond or across

Catoctin – speckled mountain

Chesapeake – great shellfish bay

Chincoteague – it is lifted or set up high

Choptank – it flows in the opposite direction

Monocacy –fortified or fenced, a garden

Patapsco – at the rocky point or corner

Patuxent – at the little rapids or falls in the stream

Piscataway – high passable bank around a bend in the river

Potomac- where goods are brought in

Susquehanna – smooth flowing stream

(From p. 25 in Porter, F.W. III. (1983). Maryland Indians: Yesterday and Today. Baltimore: Maryland Historical Society.)

16. Try a class gardening project (parsley can easily be grown in small containers), or visit a vegetable garden, orchard, or pumpkin patch.

17. Try some Native American recipes.

Many are detailed in: Renner, L.R. (1994). A Native American Feast. New York: Macmillan Publishing Company. The book also has interesting discussions of food and food preparation of Native Peoples.

A simple treat is popcorn drizzled with maple syrup. Native Woodland Peoples grew a version of corn (called maize) and tapped maple trees for the sweet syrup.

For science connections, see Caduto, M. & Bruchac, J.(1994). Keepers of Life: Discovering Plants through Native American Stories and Earth Activities for Children. Saskatoon: Fifth House. Several sections relate to Native Groups of the Eastern Woodlands. (A teacher's guide and audiotape are also available.)